

378.05
T34
Final

Improving COLLEGE AND UNIVERSITY *Teaching*

COLLEGE TEACHING AND STUDENT MOTIVATION

W. J. McKEACHIE
University of Michigan

PROFESSORS AS TELECASTERS

NEDRA McNAMARA
University of Miami

HOW SHALL I MANAGE MY COLLEGE LIBRARY ASSIGNMENTS?

ALFRED EHRHARDT
Los Angeles State College

JOHN D. GERLETTI
CLAUDE C. CRAWFORD
University of Southern California

MORE PARAGRAPHS ON COLLEGE TEACHING

ORDWAY TEAD
Former Chairman, Board of Higher Education, New York City

PREPARATION AND SELECTION OF YOUNG COLLEGE TEACHERS

WOODSON W. FISHBACK
Southern Illinois University

THE GOODLY FELLOWSHIP

Improving College and University Teaching

Featuring Articles on Teaching
Written by Teachers

EDITORIAL COMMITTEE

EDWIN D. DURYEA
GEORGE W. GLEESON
HENRY P. HANSEN

J. KENNETH MUNFORD
FRANK L. PARKS
FRANKLIN R. ZERAN

DELMER M. GOODE, *Editor*

Water and the Word

Nature truly speaks a various language—in the rhythmic surf, the whisper of lofty leaves, and the thrill of a thrush, in thunder, earthquake, and typhoon—in the eloquence of sky and mountain and painted desert—in fragrances, color, and light. Nature sings a song without words.

Man too can stir his fellow man without words. He makes gestures and signs before he has words to speak. He expresses in music what he cannot say in words. In the arts and all the other works of man, actions speak stronger than words. Silence itself, on occasion, is language.

Word language is man's unique gift. Animals, without words, communicate. Man alone speaks in words. Man thinks in words alone. Who shall say whether man's richness of word language is consequence or cause of his high potential in development and achievement? Are not words the water drops that make up the fountain of knowledge and the river of wisdom?

Before language came to her, Helen Keller was blind, deaf, and therefore dumb. She faced a wretched future in which she would be cut off from the life of humankind, in endless night and silence. From this fate education saved her. At the age of seven, she began to learn the language of words. At first, in uncomprehending monkey-like imitation, she spelled words into her teacher's hand, but it was only finger play and she did not know they were words. One momentous day, however, she and her teacher walked down a honeysuckle path to the well-house, where someone was drawing water. As the cool stream gushed over Helen's hand, her teacher spelled into the

other hand the word *water*, over and over, at first slowly, then rapidly. Suddenly to the child the mystery of language was revealed:

I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!¹

She had now the key to all language. Within a few hours she learned thirty words. That night she lived over the joys of the day and for the first time longed for a new day to come.

Totally blind and totally deaf, she would appear to live under extremity of limitations, but she came to accept her limitations as the basis for her individual contribution. To her

... limitations of all kinds are forms of chastening to encourage self-development and true freedom. They are tools put into our hands to hew away the stone and flint which keep the higher gifts hidden away in our being. They tear away the bandage of indifference from our eyes, and we behold the burdens others are carrying, and we learn to help them by yielding to the dictates of a pitying heart.²

Helen Keller, with Anne Sullivan at her side, graduated from Radcliffe College. She has written books of enduring worth, has lectured in every state and many foreign countries, and has dedicated her adult life to the advancement of education for the blind and deaf. Mark Twain thought her and Napoleon the two most interesting characters in the nineteenth century. At the mid point of the twentieth century, she remains a miracle that education has achieved. "No one alive, perhaps, has met more of the world's endowed and more of the world's afflicted."³

As Louis Lascagna has suggested, Helen Keller symbolizes every student who ever lived. Every student has "vision beclouded, ears undiscriminating, speech uncertain and untrue." Every teacher renders those whom he teaches "less deaf, less dumb, less blind."⁴

Like Anne Sullivan he spells out the word that is the password to wisdom. He guides his students on the river of the water of life.

¹ Helen Keller, *The Story of My Life*. New York: Doubleday & Company, Inc. 1949. Page 23. Copyright 1903 by Helen Keller, reprinted by permission.

² Helen Keller, *My Religion*. Garden City, N. Y.: Doubleday, Doran & Company, Inc. 1928, Page 188. Copyright 1927 by Doubleday & Company, Inc.

³ Marya Mannes, "A Fine Documentary on Helen Keller," *The Reporter*, Vol. II, No. 2, July 20, 1954, Page 36.

⁴ Houston Peterson, *Great Teachers*. New Brunswick: Rutgers University Press. 1946. Pages xx-xxi.

Subscription price
\$2.00 a year
Two years \$3.50

PUBLISHED QUARTERLY
BY THE GRADUATE SCHOOL OF OREGON STATE COLLEGE,
CORVALLIS, OREGON
Entered as second-class matter, March 22, 1954, at the Post Office
at Corvallis, Oregon, under the Act of August 24, 1912.

Address correspondence to:
107 Commerce Hall
Oregon State College
Corvallis, Oregon

COLLEGE TEACHING AND STUDENT MOTIVATION¹

Increasing the effectiveness of college teaching depends upon research, says Dr. McKeachie of the Department of Psychology, University of Michigan. Here he presents some suggestions that psychologists can contribute for motivating students.

By W. J. McKEACHIE

When psychologists speak about college teaching they are expected to discuss the psychology of learning and to lay down certain principles of learning which are basic to teaching. Most of us know that such lectures can be boiled down to one maxim: "Learning depends upon motivation."

We psychologists go away from our lectures on learning with warm hearts and bright little halos feeling that we have made a real contribution to the progress of education. I suspect that our audiences of teachers drift away with a feeling of emptiness and several unanswered questions.

- ▶ What motives do our students have?
- ▶ Do all motives affect classroom learning favorably?
- ▶ How can we handle student motives to achieve optimum learning?

These are reasonable questions, but we psychologists have a perfectly good reason for not discussing them. We do not know the answers. Nevertheless, we are concerned about them and we have a few useful research findings.

FIRST, WHAT MOTIVES CAN WE WORK WITH?

One of the implications of the stress on motivating students is that we are dealing with students who are not motivated. A likely implication is that a student is some sort of dead mass which must be brought to life. Actually every student is motivated all of the time, and the problem is not to motivate him but rather to create or channel motives in such a way that the learning the college aims for takes place.

WHAT ARE THE STUDENT'S MOTIVES?

Let us place ourselves in the role of the student as he enters a college classroom.

As he looks around, he sees other students, most of them strangers. He slides into an empty seat without apparent attention to the pretty girl seated nearby, and covertly sizes up the other students. Some sit quietly, but a group of sorority

girls chat animatedly. Seeing their apparent ease and security adds to his feeling of aloneness. Will they ridicule his ideas if he enters into the classroom discussion? Will they make cutting remarks about "apple polishers" if he asks the professor a question after class? Will they label him an "average raiser" if he does well on the tests?

He notes too that several of the students are carrying text books of other courses. He notes their titles—calculus, biological chemistry, *Ulysses*. These students must be much more intelligent than he. How can he hope to compete with them?

Then the professor comes in. Here is the person who will determine each student's fate in the course. He can make the semester pleasant or terrible. By the grade he assigns, he can help the student get a better job, get admitted to medical school, or prevent him even from graduating.

What of the subject matter itself? In some cases it is something which is required (and to the college student "required" comes to be synonymous with "boring").

In other cases the course has a mysterious, almost magical aura. Psychology, philosophy, calculus—these must be areas which society leaves to college instruction because they contain mysteries which are too delicate and yet too powerful to be trusted to the common man. To say to an admiring aunt "I am studying philosophy" is to wrap oneself in the mantle of Socrates or Plato or Kant.

In most cases, however, the student also approaches the subject matter with the question, "How will this help me in my profession?" Education is for him a means to wealth and status.

TWO KINDS OF MOTIVES

In describing the student's feelings I have emphasized two motives which, I believe, are not clearly enough understood by the average teacher. These are the student's need to be liked and accepted by his fellow students and his need to achieve success, both vocationally and in the classroom.²

In my description of the student, however, I have stressed the student's anxiety. One of the most important trends in recent psychological

¹ Substantial portions of this paper were delivered in a panel discussion at a meeting of the Michigan Educational Association, Department of Higher Education, February 25, 1954.

² Much of the succeeding material is derived from D. C. McClelland, J. W. Atkinson, R. A. Clark, and E. L. Lowell, *The Achievement Motive*. New York: Appleton-Century, 1953.

theory has been the analysis of needs into two components. Thus the need for achievement involves both hope of success and fear of failure. The need for affiliation involves both hope of being accepted and fear of rejection. That there should be two such aspects is not surprising. The important fact is that some students are dominantly motivated by expectations of success while others, equally concerned about achievement, are dominantly motivated by fear of failure. The behavior of these two groups of students differs. While both students will study, the student with positive expectations is much more likely to work independently, to do something original. When a test comes, he studies hard, gets keyed up and does well. On the other hand, the student who fears failure studies the assignments over and over. But when he takes a test, he becomes distraught. Sometimes he actually becomes physically sick. In any case, he worries about the questions. If the answer seems obvious, he fears a trap. If he cannot solve a problem, he becomes anxious. This emotional disturbance interferes with his thinking. As a result, his final score on the test is actually less than he deserves.

The same principles hold for the need for affiliation. Some students are confident that they will be liked and try in many ways to be popular. Others with an equal concern about affiliation actually avoid any behavior which may make them look different or which might cause others to notice them unfavorably.

Since many students possess a high degree of both the need for achievement and the need for affiliation, they are often placed in a conflict situation. To be an A student is to be different and may lose one the liking of other class members. How can one please the instructor without displeasing the class? The resultant behavior often appears amazing to the professor. For example, there is the student who ostentatiously displays his lack of concern about the course, but who consistently pulls down high marks on tests "just by luck." Margaret Mead³ has pointed out that girls particularly are faced with the conflict between high achievement and popularity with the opposite sex. Often the girl feels that successful competition with boys is inversely related to number of dates.

The lack of student motivation which all of

us decry may actually be a superficial covering for some very real anxieties. The bored student may simply be one who is afraid and defensive.

WHAT CAN WE DO ABOUT STUDENT ANXIETY?

Not all students, of course, are anxious and fearful. Nevertheless, there are a large number of such students in every class and the teacher's own behavior may be important in determining the relative strengths of hopes and fears.

We have carried out several experiments⁴ dealing with student learning and motivation in a number of different situations. Some of our experiments have had to do with the new style of teaching which is called "student-centered," "group-centered," or "non-directive." In the student-centered classroom the students themselves make most of the decisions about what they will learn and how they will learn it. The teacher tries to be "just another member of the group." Students are encouraged to get acquainted, and to work together. Affiliative needs are usually well satisfied in such a class. Achievement needs, however, are not. For years the student has learned to measure his achievement by the number of pages he has read in a textbook, the number of pages of notes in his notebook, and the grades he receives on quizzes. He has learned to depend upon the teacher to set deadlines, to make assignments, to give tests so that his work is paced properly.

When the professor comes in and merely sits down quietly or says, "What would you like to do today?" the student is lost. The habits which have always protected him from failure are now almost useless. He has no evidence that he is learning anything because he has taken no tests. The teacher seems to be holding back from the class his knowledge of what needs to be learned. It is little wonder that the student often feels frustrated and anxious, and that he prefers a class in which he knows exactly what is expected of him.

This does not imply that encouraging student participation is a waste of time. Our research, in fact, indicates that student-centered teaching may produce better reasoning than instructor-centered teaching, but if one wishes to use new teaching techniques, he needs to make sure that the students know what is going on and what is expected of them.

(Continued on next page.)

³ Margaret Mead, *Male and Female*. New York. Wm. Morrow & Co. 1949. Chap. XV.

⁴ W. J. McKeachie, "Anxiety in the College Classroom," *Journal of Educational Research*, 1951, 45, 153-160.

The Goodly Fellowship

*"In a sense, teaching cannot be taught, since essentially it must be a flaming and an outgoing of the spirit. It is possible, however, that men and women who have succeeded as teachers can offer some guidance which will be helpful to the novice who has a latent capacity for teaching."*¹

The August evening was beautiful in the Professor's garden (really his wife's garden because she works in it more than she should and he less than he should), but after a while they all went back to the living room.

"We are to have a new instructor in our department this fall," said the Professor. "He is young and inexperienced. He undoubtedly will need help and friendliness. I wonder what each of you would say to a young teacher just beginning on our campus." Most of the group had come prepared to offer some one suggestion for a young college teacher.

A GRADUATE STUDENT:

"A young instructor has an advantage that he may not be aware of. Any university teacher must know his subject, but the young teacher, who does not know his subject well, must learn as he goes. He is a fellow learner with his students. Probably that is why many young instructors really are good instructors."

¹ Bernice Brown Cronkite, *A Handbook for College Teachers*. Cambridge, Massachusetts: Harvard University Press, 1950. Page v.

COLLEGE TEACHING AND STUDENT MOTIVATION—Continued

While I have described the extreme, the principal conclusions of our research probably apply to most teaching situations:

- ▶ Students like to know what is expected of them and where they stand. If the instructor is trying new methods he needs to make sure that the students know what is expected of them, know how to go about fulfilling their responsibilities, and have some way of satisfying their achievement needs.
- ▶ Students are less anxious and perform better on tests if they feel that the instructor is on their side and wants them to do well.
- ▶ Student-centered teaching may improve the ability of a student to think clearly about problems even though it will probably not affect his learning of facts.

In the long run, increasing the effectiveness of college teaching depends upon research. Only as we extend by experimentation the core of established principles of student learning can we gain a sound basis for effective teaching.

ASSISTANT PROFESSOR OF SCIENCE:

"Over the entrance of the laboratory school of the Oregon College of Education is the inscription: 'Who dares to teach must never cease to learn.'"

ASSOCIATE PROFESSOR OF SOCIOLOGY:

"I'd offer this advice to a young beginner: 'If you run into difficulties, get some help. You may lose face now, but that is better than losing your job and your self-respect later.'"

ANOTHER GRADUATE STUDENT:

"The younger the instructor the more he may be likely to fall into the habit of sarcastic speech. Sarcasm, I think, kills the response of the student more than any other error."

ASSISTANT PROFESSOR OF CLOTHING AND TEXTILES:

"I should strongly emphasize the fact that the college teacher must stress two things at the same time. Enthusiasm for one's subject is very essential and must be maintained throughout one's professional life. At the same time, the college teacher tends to become more and more narrow. Hence, one needs to keep in vital touch with the world and with the developments in other fields."

ASSISTANT DEAN OF WOMEN:

"The young instructor because of his youth is supposed to understand youth better. This may not be the case, but this expectation is a challenge to him. Because he is young he is the cultural and social leaven of the college group."

ASSISTANT PROFESSOR OF BUSINESS:

"My suggestion for a young teacher is: Visit classes taught by older faculty members who are known to be efficient teachers. Take your teaching problems to them—other problems, too. The friendship of a great teacher will be a source of inspiration, guidance, and comfort to you."

HOST PROFESSOR:

"I shall pass along to our young instructor these suggestions that you have made. This fall you all will meet him. I know he will find the welcome you will give him the finest thing of all. It is now time for refreshments. We're to have punch and cookies and we can carry them out to the garden if we wish."

PROFESSORS AS TELECASTERS

TV extends and expands classroom and laboratory to reach tremendous audiences over whole regions. Scientists of the University of Miami, as here reported by the University's public information office, have participated in 80 performances of the "Science Show Window" series.

By NEDRA MCNAMARA

Five years of producing science programs for television at the University of Miami, Florida, have allayed some of the TV fears that frequently haunt educators. The Miami experience has provided interesting answers for faculty and administrators pondering such questions as:

- ▶ Can we produce TV programs at costs compatible with educational budgets?
- ▶ Can we put on first-quality programs without stealing too much time from teaching and research? Or would continued effort diverted to television result in an overload for the faculty or disrupt teaching schedules?
- ▶ How do you solve the needs for special "props" and "art work" for TV programs?

Such innocent-appearing, but knotty, questions were initially faced by Dr. Sydney W. Head, chairman of the University of Miami Radio-TV-Film Department, shortly after Florida's first television went on the air in 1949. The commercial station, WTVJ, immediately assigned the university a segment of public service time.

Mitchell Wolfson, president of WTVJ, also extended the privilege of using the studios and equipment to teach undergraduate courses in television production. Dr. Head, in turn, agreed to furnish a series of educational programs.

Through this unusual arrangement, 80 performances of "Science Show Window," a series of live, half-hour programs, have been telecast.

A particularly noteworthy fact is that 70 members of the university's research and teaching faculty have appeared during the five years. This means, of course, that for nearly every program, a different faculty member has been coached in the requirements of TV presentation.

The University of Miami has kept "Science Show Window" costs remarkably low by:

- ▶ Featuring as "star" performers only faculty members who volunteer to appear and who do the programs as "extra-curricular" activity.

- ▶ Assigning one versatile member of the Radio-TV-Film staff to plan and write the programs, coach the participants, and conduct the interviews on the air.
- ▶ Providing a qualified member of the departmental staff to direct the camera rehearsal and on-the-air performance.
- ▶ Using advanced students from television courses to man the camera, audio, floor manager, and other studio positions.
- ▶ Emphasizing ingenuity in using a maximum of the university's readily available devices and materials as props and demonstrations, rather than making up special ones for TV.
- ▶ Selecting program subjects needing a minimum of special effects, "gimmicks," "art work," or materials.
- ▶ Simplifying special "artwork," so that it can be prepared by students or regular members of the faculty. The University of Miami television director often does much of it himself.

Dr. Head says: "In our five years of 'Science Show Window' production, we have endeavored to develop a method as nearly 'painless' as possible. Nevertheless, to produce TV programs of professional standards and high educational quality does take effort."

Average cost of each "Science Show Window" to the university is approximately \$135. Relatively little of this is direct outlay. Properties, transportation, etc., average \$13. Pay for student assistants averages \$10.50. Most of the cost is salaries of the Radio-TV-Film Department staff, prorated to arrive at the estimate. No salary is included for the guest scientist.

A recent analysis of "Science Show Window" experience reveals that it takes an average of 112 man hours to get each program on the air. The guest scientist spends 21 hours, including preparation and performance, the producer interviewer 28, the university's television director 17 hours.

Dr. Head states that the general objectives of the preparation are: "To make the scientist comfortable and free of tension from the moment he enters the studio until the performance is over; to insure a program of high content value to viewers and a pleasant, if not exhilarating experience for the scientist; and as a result, to make the aftermath of compliments from his colleagues and other viewers sincerely satisfying."

Dr. Head adds: "Because 'Science Show Window' guests volunteer to prepare and perform the program on overtime, so to speak, the Radio-TV-Film Department has worked to meet them more than halfway by intensive streamlining of

production procedures. Every faculty member who does the necessary work for a creditable TV program deserves no less."

The Radio-TV-Film Department staff member who, under Dr. Head's supervision, is charged with major responsibility for "Science Show Window" is Oliver Griswold. He relieves the scientist of as much work as possible.

Griswold begins with a collaboration conference with the scientist. The subject is mutually decided and the material outlined. Griswold drafts the script for mutual editing.

Rehearsals are conducted in six periods. The first five, of approximately two hours each, are done on the campus, Monday through Friday. Griswold has no teaching duties, hence his time is flexible, and he literally tells the scientist, "We can rehearse any time of the day or night that fits into your schedule."

This arrangement, Dr. Head points out, is the important factor that frees many teaching faculty members for participation in the series.

As coach, Griswold shows the scientist the special techniques of television presentation and aids him in "translating" technical vocabulary into layman's terms. Using an interview format, he takes the position of the intelligent layman, drawing out the authority on his specialty.

For three rehearsals, the scientist and Griswold work alone. The program then is usually about 85% ready for telecast.

At this point, O. P. Kidder, Jr., Radio-TV-Film Department television director, joins the rehearsals to aid in final prop set-up and other refinements for smooth camera work.

At the final rehearsal and on the air from the studios of WTVJ, Kidder directs the control desk and studio crew on cameras and microphone boom. Students in the Radio-TV-Film Department man most of the control desk and studio positions for the show.

The scientist may or may not memorize his lines exactly. He is not required to. Griswold, however, memorizes not only his own questions "cold," but also the main points of the scientist's replies. Should the scientist fumble on the air, Griswold is there to guarantee a quick "ad lib" return to sequence.

A fair percentage of people not accustomed

to frequent television appearances normally are subject to "TV fright," a more virulent affliction even than "mike fright." Dr. Head says that it does not often actually cause trouble on the air, but the possibility often fills the conscientious guest with dread. The University of Miami method of preventing this is plenty of rehearsal.

Generous use of ordinary teaching and research equipment is abetted by the belief that the equipment of science, itself, is of keen interest to laymen. "Science Show Window" usually includes the working principles of apparatus.

While live biological specimens often present special difficulties for TV, many of these have been worked out. For example, such fauna as lizards and snakes that tend to skitter, squirm, and vanish from the hands of the demonstrator at critical moments can be harmlessly slowed down by ice packs judiciously applied just before showing.

Normally, many pieces of laboratory equipment have highly polished surfaces, a bugaboo under TV studio high illumination.

Frequently, they can still be used in TV demonstrations if the reflecting surfaces are sprayed or wiped with a temporary coating of liquid floor wax, left unpolished.

Students studying motion pictures are often enlisted to make silent sequences of large equipment such as an electro-encephalograph or permanently installed devices on marine laboratory boats. Film sequences, also, are especially applicable to microphotography of live plankton or such scientific demonstrations as large plantings of tropical fruits.

"While many institutions can operate under budgets that permit not only their own studios and transmitters but also a full complement of personnel in all departments, many more colleges and school systems will be subject to the customary limitations of educational budgets," Dr. Head says. "One purpose behind our 'Science Show Window' series is to demonstrate to our television students a production method and a general subject matter they will find useful in large or small stations. In addition to giving them training in economical television techniques, the science programs also give them a solid production philosophy that puts emphasis on honesty of presentation."



HOW SHALL I MANAGE MY COLLEGE LIBRARY ASSIGNMENTS?

The authors of a textbook on college teaching now in preparation discuss three practical aspects of effective use of the library in college classes. Alfred Ehrhardt is associate professor of English at Los Angeles State College of Applied Arts and Sciences. John D. Gerletti is associate professor of public administration and Claude C. Crawford is professor of education at the University of Southern California.

By ALFRED EHRHARDT,
JOHN D. GERLETTI,
CLAUDE C. CRAWFORD

If I am a wise college instructor, I shall not merely fear to alienate my students but actually strive to cultivate their good will. There is no surer way of winning or losing my students than the manner by which I handle or mishandle my library assignments.

Reading assignments that are a drudge, a substitute for real teaching, a pointless exercise, a literary hurdle, a transparent excuse for grades, a task impossible of execution, or a waste of time, will never rate me high among my students. Library assignments that are carefully selected as tools for effective teaching, as practical means to definite ends, as instruments for solving students' real problems, will tell quite a different story.

Realistic reading assignments will liberate my students from library bondage, will vitalize my teaching through a transfusion of functionalism, and will be hailed by students as an efficient weapon for attacking their present and future problems. Such assignments will give my students a new sense of freedom, maturity, and independence.

Let us consider, then, three major problems concerned with managing library assignments: directing students to desirable references, relieving congestion at the library, and the checking of library assignments.

DIRECTING STUDENTS TO DESIRABLE REFERENCES

Did you ever battle your way through the crowd at a bargain counter only to find your weary efforts and bruised shins rewarded with shopworn trash? Students will experience the

same feeling of frustration if they discover that their library assignments are busywork designed to fill class time with book reports as scintillating as death warmed over. An instructor is a victim of self-deception who does not realize how quickly his students will recognize these shams as sorry substitutes for real teaching. The dire consequences of such practices lie not so much in the certain ruin of the instructor who indulges in them as in the unhappy conditioning of his students against *all* research and meaningful reports.

Even in the case of bona fide bargains, it is very frustrating to follow the ads, rush to the store, and track down the department and counter only to have the clerks unable to locate the merchandise or tell you that they have sold the last one. It is just as devastating to send students to the library on a legitimate errand only to have the experience turn out to be a "wild goose chase." Instructors would do well to consider, then, some criteria for selecting their library readings, and what measures they might take to make their students' reference work an effective and satisfying experience.

► There is something of the detective in all of us. Every child thrills to the Easter egg hunt; every adult delights in the search for pirate gold. I can make the reading of my library references a thrilling experience for my students by capitalizing on the fascination inherent in digging for buried treasure. The formula is quite simple: be sure the students are really digging for *treasure*; be sure the treasure is not too deeply *buried*.

Above all, I must select those literary materials which will prove for students an exciting and richly satisfying search for the solutions to their real problems. Such references should provide real help in concrete situations. In controversial areas I can choose those references which supply varying viewpoints and which will stimulate spontaneous and meaningful student discussions. I can pick those readings which will supplement, reinforce, or naturally flow from my lecture and text—readings which will challenge the student's set motions, stimulate his thinking, broaden his intellectual horizon, lead to purposeful action and even drive him on to further research. Specifically, I can include those materials which, because

of their timeliness, will keep my course up to date and my students close to reality. I can prefer those articles whose specificity and brevity are especially adapted to the reading level and reading time of my students. I must not send them to the library looking for a needle of truth in a haystack of words and "gobbledygook."

Here is a barometer by which I can judge whether my library assignments are really proving a meaningful and gratifying experience for students. When they inspire them on their own initiative to uncover gems not on my treasure map and add their own precious nuggets to my list of jewels, I will know that my reference lists have successfully sent students to the library hunting for real intellectual gold, and not to the end of the rainbow searching for the gilded mirage of verbalism.

► Not only can I choose library assignments meaningfully, but I can also see that my students do not run an obstacle course in finding them. The best reference program can be sabotaged by strewing the students' path with the "road-blocks" of bibliographical disorganization and the "booby-traps" of faulty library arrangements.

I can give students all possible bibliographical services. I can construct a bibliography for my course which will accurately and conveniently guide students to their readings. I can organize the references around the problems of the course and index them under pertinent functional headings. I need not be satisfied with furnishing students with just the information found in conventional reading lists. I can precede each entry with the call number used by the college library. I can include the exact chapter and pages to be read. I can add clues to indicate special locations or procedures (law, references, reserve, etc.). I can supply any other data and annotations which might help students to locate their references. Finally, when I am satisfied that I have created the most useful and complete bibliography possible, I can make a duplicated copy of it available to every single student.

After completing my bibliography, I can insure its effectiveness by making the proper arrangements at the library. Physical details will vary from library to library. For example, some college libraries permit all students to enter the stacks; in others, this privilege is reserved for graduate or special students. It is important that I become thoroughly acquainted with the physical outlay and operating procedures of the library.

Only then can I decide what procedures will work best for the particular situation.

I can take the measures necessary to prevent student frustration. I have already checked the card file to ascertain the call numbers of all references. This is not enough. I should make certain that the references actually are available and not at the bindery, lost, or in the protracted custody of one of my absent-minded colleagues (or myself). I can determine whether placing reference books on reserve will really help my students. Perhaps a reference shelf just for my course, if possible, may be preferable. Finally, I can solicit the acquaintance and assistance of the library staff. Friendly cooperation with the librarians will pay long-term dividends in making my library assignments easily accessible to my students.

When each of my students possesses a copy of my fully detailed bibliography and I have facilitated its use by making the best possible arrangements at the library, my task is not yet done. Despite elaborate planning, I cannot take for granted that my students know how to do their reference work efficiently. And if one of their needs is a knowledge of how to use the library effectively, it is my duty, regardless of my field or area, to meet this basic need. I can take time out in the course to give students a short, comprehensive briefing on the organization of the college library. I can use materials, charts, and floor plans published by the library or designed by me, to illustrate the location of its many features. I can invite a member of the library staff to address the class on the most convenient routines in locating assignments. Finally, I can capitalize on the resourcefulness of students. They may teach me some shortcuts. Even the instructor can learn.

RELIEVING CONGESTION AT THE LIBRARY

Nothing will frustrate my serious students more than a library assignment that cannot be read and a deadline that cannot be met because I have failed to insure the availability of the materials at the library. The less serious students will not be so disappointed, but they will probably seize upon the situation as proof positive that the whole thing is pretty hopeless anyway. Whatever happens, my lack of forethought and planning will hardly improve my teaching or my reputation. And in this case the discontent I foster will probably extend beyond the classroom. It

can seriously disrupt my relations with the college library. I can save my students from library frustration by simply learning two things: how to make *more books* available and how to make books *more available*.

► What part should I, as a college instructor, play in enlarging the supply of library materials for my courses?

One of my duties as a college instructor will most likely be that of recommending to the library the books and materials pertinent to my area. For this reason I must be constantly on the alert for the latest and best publications in my field. It is important that library requisitions not merely be justified by the scholarship and timeliness they represent, but especially by the functional service they will be able to render the majority of students. To avoid wasteful expenditures and overlapping, it would be well to investigate thoroughly those materials which the library already possesses. Sometimes more copies of a title are warranted. In the case of new materials, I may prefer a greater number of copies to a greater number of titles.

Supplementing the library offerings through regular orders is usually a sure but slow and limited procedure. I should consider other means for enlarging the supply of library materials for my courses. Wealthy patrons are ideal, if I can find them. Being more realistic, however, I might successfully encourage my students to donate books, materials, and even their texts (next semester) to the library. I might prevail upon students to make available to the library current and back numbers of the magazines and periodicals to which they subscribe or which they can collect from their friends. As a class project I might create a library folder-file of clippings brought in by students and organized around the pertinent problems of the course. I can enlist the talents and interests of my students and friends in obtaining good, free materials in quantities ideal for library assignments. Finally, I may not find it incompatible with professorial dignity and conscience to donate a book or two to the college library myself.

► How can the calls for particular titles be kept from increasing beyond what the supplies will warrant? If I have exhausted my efforts in making more library materials available for my courses and still find the demand for certain titles is greater than the supply, I had better take immediate steps to correct this literary bottleneck.

I can examine my planning. Am I giving the librarian sufficient advanced notice to provide ahead of time for the library needs of my students? Or are my assignments first known to the librarian by a near riot at the call desk? Am I providing students with sufficiently broad time limits for doing their assignments so that mass action can be averted at the library? Can I alternate assignments by allotting certain days to certain students, according to the alphabetical sequence of their names? Am I arranging with the instructors of other sections of my course, or of like courses, to stagger library assignments?

I can examine my library arrangements. Will placing a book on reserve (as it operates in our particular library) really help to relieve the congestion? Will lengthening or shortening the time limitation imposed upon reserved books solve the problem? Will arranging with the library for a special reserve shelf help matters any? Will contracting with the library to have certain books kept in my classroom or office for a period of two weeks or more aid in meeting the demand?

Must I require *all* students to read the *same* assignment when they already have the text as a basic frame of reference? Can I vary the assignment with groups or individuals and provide for an intelligent pooling of findings through reports in my course?

CHECKING LIBRARY ASSIGNMENTS

I have decided by now to direct my students' efforts at the library wisely and make my reading assignments as pleasant and profitable an experience for my students as possible. Good! But I can hardly stop there. I very easily can undo all the good that should accrue from my planning by a wrong method of holding students responsible for doing their library assignments. Under certain conditions, a watched student never percolates. What role should I assume in this matter of checking assignments: the policeman making his rounds, the father pleading respect for his grey hairs, the top sergeant demanding respect for his orders? I can examine carefully some of the suggestions offered below. They may save me from ruining my carefully planted seeds of research through reckless reaping.

► Should students be trusted to report honestly what they have done? After I have assigned library readings, what then? What assurance can I have that they are really doing their own work? I can check with the library twice daily and

spend the rest of my waking hours dogging the heels of my students. But wouldn't I be happier (and better paid) working for the FBI? Or I can take my students' word for it, which, as a means of encouraging honesty, is about as effective in some cases as trying to teach a cat self control in a fish market. Or I can require students to hand in a paper or report on their readings. This method of checkup is easy on students, for it inevitably creates for them a flourishing black market in term papers and library reports, a service included in most fraternity fees. The paper handed in may serve as tangible evidence of plagiarism (with a touch of forgery) and, if I press the matter far enough, I may be able to "get" some students on perjury. But what is happening to the "learning process" meanwhile? There must be a sensible way to make students feel that their efforts at doing research will reward them. Is it by testing their library work?

► What use should be made of tests, if any, to measure the specific results of library assignments that are supposedly done? Although the use of tests as a means for evaluating the accomplishment of students is too broad a topic to be considered in this article, yet the value of tests as a device for checking their library readings is a problem which must be faced here.

If I have employed library assignments as a teaching tool, as a means to an end, why test the tool? Would it not be more realistic to test the end product? And if I have intrinsically motivated my students to read because they see in my assignments real solutions to real problems, what need is there for testing the reference work *per se*? Such testing might easily be resented by serious students as "busy work" and as a very artificial means of obtaining grades for my record book. Such vacuous testing divorces the reference tools from their real use and robs them of their real meaning. Further, if I have varied the library assignments to meet the individual needs of students, could I possibly devise a meaningful test broad enough to cover all the situations in the class? At any rate, what bases or criteria could I use for grading the quality and quantity of the

work involved in assigned readings?

If neither reporting nor testing is recommended, what device can I employ to evaluate adequately the reference work of my students?

► How wise is the policy of assigning tasks that cannot be done properly without reading and then measuring or rating the performance of the tasks, taking the reading for granted? If I sincerely believe that the ultimate goal of education is the desirable modification of behavior in students, how could I possibly evaluate their learning achievement in terms other than performance? Performance is the end for which all my library assignments are a means. When students discover that their readings have actually led them to solving their problems, led them to acquiring new skills, concepts, or attitudes, they will place a value on reference work far above any grade or check mark I might assign. On the other hand, if my students have faithfully read their assignments and still cannot perform, I must conclude that my assignments have been a waste of time and that I had better overhaul my whole approach to the problem of outside reading. And the corollary is just as true: if my students can perform well without doing their outside reading, I must conclude that my reading assignments were probably useless and should not have been given in the first place.

The policy, then, of assigning meaningful projects which require extensive reading for their proper execution, and of interpreting the end result as indicative of the effectiveness of the assigned reading, is the best approach to the problem of evaluating my text and library assignments. This emphasis on performance reinforces the intrinsic motivation of students by making them realize that their reading is another form of problem solving and is a definite means to a definite end. It provides me with a barometer for validly checking the real worth of my reading assignments.

It is educationally sound, for it enables me to appraise reading for its real worth: the change of behavior it has produced in my students as witnessed by their performance. Could I ask for more?

PARAGRAPHS ON TEACHING

The Editor for Social and Economic Books, Harper & Brothers, continues the paragraphs prepared for a Briarcliff Junior College faculty meeting last fall.

By ORDWAY TEAD

► The terrifying and paralyzing horror of inadequacy which on occasion humanly and inevitably descends upon every teacher, is only overcome by the bold plunge into participative action with students. Only *work* keeps faith strong.

► Since evaluation of results is for the teacher difficult to the point of virtual impossibility in any short run, the obligation upon him is all the greater to be periodically self-critical, self-evaluative, and boldly experimental about his teaching processes.

► The tempo of a life professionally centered upon reflection, appreciation, and expression (as is the life of a teacher) is different from the tempo of a life of operative or executive action. The teacher has no need to apologize for the special tempo of his life; but he has reason to beware of his occupational hazard to let his *past reflections*, appreciations, and expressions take the place of *present* and persistent effort in these directions, confronted as he is by a dynamic and evolving world.

► The teacher gladly deals with the immature mind and self, but unless he seeks occasions of genuine intellectual tension to be challenged by his intellectual peers, there is the danger of intellectual atrophy if not regression.

► The role of women in our society is such that the woman student should be encouraged to develop her capacity for reflective thought in close conjunction with the maturing of her emotional sensitivity including the priceless heritage of her natural affectional warmth.

By OTHERS

► "He is not so well employed who does the work as he who multiplies the doers."—John Morley

► "All work that is worth anything is done in *faith*."—Albert Schweitzer.

► "The urgent need of mankind today is not new precepts. There is adequate wisdom in the various philosophical, religious, and moral traditions, to guide the individual. He lacks ability to recognize their application to himself, and the moral power to apply them in the changing circumstances of modern life."—Conference on Moral Standards, New York, September 1953.

► "The book itself is nothing until the one holding it in his hand is ready for understanding of ideas and of emotions at its level. He benefits most when an understanding mind, with wider experience in both thought and feeling, is beside him as guide."—*The Changing Humanities*, by David H. Stevens.

► "Students have insights that are lacking among older members of faculties in at least one respect: they know the temper of their own times and its meaning for young people. Fortunate the teacher who stays young spiritually so as to be with his followers in this respect."—*The Changing Humanities*, by David H. Stevens.

► "A student works better, studies more, if he feels that his teacher takes appreciative notice of his activity. And learning is activity, 'something which the individual does.'¹ In getting the student to study, to think, to retain, to apply, the teacher is frequently baffled. He may also be challenged. But there is no escape. He cannot learn for the student. He can only provide the subject matter, uncover it, try to make it alluring, show its significance. He can beckon, prod, guide. The measure of his teaching still will be what the student *does*. If what he does consists merely of memorizing, regurgitating, and then forgetting, the learning is of a low order. If the student becomes largely activated, building the subject matter into the tissue of his intellectual, emotional, and volitional life, the learning is of the highest order. It can then be said as truly that the teaching also is of the highest order.

"At the fountain of learning, the student must do more than merely taste or merely drink. He must plunge in unreservedly. He must swim."²—From editorial in *Improving College and University Teaching*, May 1953.

¹ John Dewey, *Democracy and Education*. New York: The Macmillan Company, 1916. Page 390.

² William S. Learned and Ben D. Wood, *The Student and His Knowledge*. New York: The Carnegie Foundation for the Advancement of Teaching, 1938. Page 57.

THE PREPARATION AND SELECTION OF BEGINNING COLLEGE TEACHERS

What makes a young college teacher succeed, what makes for unsatisfactoriness, what preparation does he need, and how should he be selected? An associate professor of education at Southern Illinois University reports his findings from an inquiry involving 276 universities and colleges.

BY WOODSON W. FISHBACK

It is estimated that 170,000¹ new college teachers will be needed by 1965 to replace those who leave the profession and to take care of the predicted college enrollment resulting from increases in the school population since the early 1940's. The need for teachers in college places a heavy responsibility upon all higher institutions of learning committed to the preparation of future college teachers. The study reported in this article was designed to answer these questions:

- ▶ What preparatory elements should be given most emphasis in the development of persons planning to teach in higher institutions of learning?
- ▶ What criteria seem most valid in the selection of beginning² college teachers?
- ▶ What policies and practices are followed by personnel responsible for the employment of college teachers?
- ▶ What have been the most frequent causes of unsatisfactory work and poor adjustment on the part of beginning college teachers?

The answers to the preceding questions are based on inventory responses made by personnel in 276 institutions of higher learning in the United States and its territories. Of the 276 institutions reporting, 117 identified themselves as liberal arts; 109 as multiple-purpose; 49 as teacher training; and 1 as technical. The total number of institutions reporting represented 41%+ of the 670 institutions on the original mailing list. No follow up scheme was used to increase the number of returns. For inclusion on the mailing list all colleges and universities had to meet the minimum four-year accreditation standards of the six regional accrediting associations of the United States as shown in the *Directory of Higher Education*, 1951-2, Part 3.³

¹Harold N. Lee, "The Factor of Economic Status in Professional Recruitment," *American Association of University Professors Bulletin*, XXXVII, (Spring, 1951), p. 105.

²Defined in this study as a person teaching under a regular contract plan for the first time with an institution of higher learning (not to be confused with apprentice teaching, assistantships, fellowships on part-time assignments, etc.).

³Released by the U. S. Office of Education, Federal Security Agency, Washington 6, D. C., 1952.

Data from the 276 institutions were supplied by the following administrative or teaching personnel: 209 deans or directors of instruction; 18 presidents; 17 vice presidents; 14 departmental or divisional heads; 6 professors; and 5 registrars. Seven institutions returned data with acceptable identification other than the title of the person who supplied the information. Two hundred fifty of the 276 respondents desired a summary of the findings of the study.

PREPARATORY ELEMENTS IN NEED OF EMPHASIS

The assumption was made that administrative personnel can offer worthwhile leads on what should be emphasized in the preparation of persons planning to teach in higher institutions. Results reported are based on a summary of the judgments made by the respondents to twenty-four preparatory elements on a five-category scale of importance.

A simple scheme of weighting the pooled responses was used. Preparatory elements judged "very important" were multiplied by 4; those judged "important" by 3; of "some importance" by 2; and of "hardly any importance" by 1. Elements judged as having "no importance" received a minus one weighting. An average weighting was determined by dividing the total weighting by the total number of responses distributed among the five "degrees of importance." Omissions were subtracted from 276 before performing the division. The results are shown in Table 1.

SELECTION OF BEGINNING COLLEGE TEACHERS

Perhaps no more difficult task is faced by social scientists than the establishment of valid criteria related to the effective performance of human beings in their various job assignments. Teaching performance is certainly no exception. All administrators and supervisors in higher institutions are interested in selecting teachers who will be successful in their work with students and who can help the institution command respect as an intellectual and service center.

One section of the inventory used in this study was designed to add some further knowledge to the question of what criteria seem most valid for employing officers to use in the selection of beginning college and university teachers. Twenty-seven criteria were listed, and each respondent was asked to indicate whether he judged the criteria

as highly valid, fairly valid, slightly valid, or not valid. Again each categorical response was given a numerical weighting and the pooled weightings averaged. In Table 2 the most valid selective criteria are shown in rank order of importance.

POLICIES AND PRACTICES FOLLOWED

In this phase of the study an effort was made not only to determine what policies and practices are followed but also to determine how effective the respondents judged the selection procedures in their institutions to be. Two hundred four or 74% of the 276 institutions reporting do not have their selection policies and practices in writing. One hundred thirty (47%) judged their selection policies and practices very satisfactory; 131 (47%) reported their practices to be fairly satisfactory but in need of revision; whereas 3 (1%) institutions judged their selective policies and practices as unsatisfactory. Twelve (4%) institutions did not respond to this section of the inventory.

Table 1
CURRICULUM ELEMENTS FOR CONSIDERATION IN THE PREPARATION OF COLLEGE TEACHERS

Preparatory Elements	Average weighting	Rank
Thorough scholarship in one's field of specialization.	3.782	1
Thorough knowledge of subject matter.	3.759	2
Intensive training in one's field of specialization.	3.505	3
Familiarization with the nature of college-age students.	3.484	4
Motivation: Nature and relationship to teaching and adjustment.	3.479	5
Knowledge of instructional procedures and problems at the college and university level.	3.311	6
Knowledge of how to develop instruments for appraising student growth.	3.066	7
Knowledge of the major trends in curriculum practices at the college level, with emphasis on current problems in the field of general education.	2.996	8
Research experiences of sufficient scope to guarantee an understanding of scientific method and its application to social problems.	2.951	9
Experience in college teaching under supervision during the completion of the doctorate program.	2.827	10
Assignments to important faculty committees as observers.	2.826	11
Participation in faculty-student seminars at the graduate level.	2.818	12
Productive scholarship in one's field of specialization.	2.739	13
An understanding of how college policies are formulated and administered and of ways in which democratic participation in policy-making can be increased.	2.635	14
A knowledge of the history of higher education and the crucial role of higher education in promoting democratic values in our society.	2.606	15
Practice in the identification of philosophic and psychological issues in current college controversies.	2.563	16
Experience as adviser of a small number of freshman and sophomore advisers.	2.542	17
Pursuit of courses in general education at the graduate level.	2.412	18
Knowledge of the organization and administration of higher institutions of learning.	2.396	19
Experiences for promoting the development of social competence and social graces.	2.362	20
Direct contact with and an understanding of college and university service agencies.	2.161	21
A course in mental hygiene.	1.969	22
Satisfactory reading knowledge of one foreign language.	1.936	23
Satisfactory reading knowledge of two foreign languages.	1.508	24

Table 2
SELECTIVE CRITERIA RANGING FROM GREATEST TO LEAST VALIDITY

Criteria	Average weighting	Rank
Possession of a broad, general education	3.777	1
Evidence of a sincere interest in people—likes people and enjoys conversing and working with them.	3.708	2
Demonstration of an intense interest in teaching as a career.	3.703	3
A well thought out philosophy of both life and one's field of specialization and the ability to express oneself clearly about each	3.634	4
Intensive preparation in one's area of teaching specialization.	3.599	5
Possession of a pleasing personality; imaginative, and extroverted in nature.	3.557	6
Has superior intellectual qualities with a graduate grade average of at least "B" on a 5-point grading scale (A, B, C, D, and E) with "A" being interpreted as the mark of greatest worth.	3.418	7
Conducts himself satisfactorily during his personal interview.	3.118	8
Has demonstrated competence as a research scholar if graduate level teaching is involved.	3.056	9
Possesses abundance of physical and mental energy—robustness.	3.040	10
Earned Master's Degree as a minimum educational achievement.	3.010	11
Earned Master's Degree plus one year of additional graduate work as a minimum educational achievement.	2.871	12
Gives evidence of having completed successfully a period of apprentice college teaching at the graduate school level (referring to the person's period of training beyond the B. S. degree level).	2.742	13
Earned doctorate degree as a minimum educational achievement.	2.678	14
Completed professional courses in educational psychology, methods of teaching, and student evaluation.	2.658	15
Has a record of active participation in several extracurricular activities at both undergraduate and graduate levels.	2.637	16
Has had previous successful teaching experience at elementary and/or secondary school level in some content fields.	2.577	17
Demonstrates scholarly achievements, e.g. membership in honorary fraternities, citations for achievements in writing, speech, science, art, music, etc.	2.464	18
Has experience in college student counseling.	2.266	19
Can give evidence of course work or seminars completed concerning the purposes and administrative organization of higher education.	2.058	20
Has demonstrated competence as a research scholar if graduate level teaching is not involved.	1.897	21
Has traveled in a foreign country.	1.705	22
Is willing to sign a state and/or national loyalty oath.	1.368	23
Is recognized as a specialist in his field but does not mix well with people and is introverted in nature.	1.366	24
Has had previous experience in industry.	1.275	25
Has had previous government service (not to be interpreted as synonymous with regular Armed Forces experience during war periods).	0.709	26
	-0.074	27

Below are listed the selective policies and/or practices which are followed either regularly, occasionally, or never in the 276 institutions. The per cent following each practice shows the extent of the practice among the institutions reporting.

Regularly followed—

- 1 A review of selected personal letters dealing with the applicant's qualifications to teach (90%).
- 2 A thorough examination of the applicant's transcript of college and university credits to determine pattern of formal education and scholastic record (89%).
- 3 An on-campus personal interview conducted by the dean of the college in which applicant is to be assigned (67%).

4 Same as No. 3 conducted by departmental chairman, (67%).

5 Same as No. 3 conducted by the president of the college or university (63%).

Note: Practices numbered 3, 4, and 5 are all followed in many institutions since respondents were permitted to check more than one interviewing practice.

6 Procurement of appraisal of applicant's competencies by outside scholars (34%).

Occasionally followed—

1 An on-campus personal interview conducted by members of the department to which applicant is to be assigned (48%).

2 Procurement of appraisal of applicant's competencies by outside scholars (47%).

3 Personal interview by off-campus expert serving in behalf of the employing institution (34%).

Never followed—

1 Applicant must pass a psychiatric examination (95%).

2 Applicant must pass a written examination to ascertain his philosophy, how he views himself as a teacher, aspirations, etc. (94%).

3 Applicant must pass a physical examination (79%).

4 Applicant must demonstrate his ability to teach in the employing institution for a designated period of time prior to final employment (68%).

5 Personal interview by off-campus expert serving in behalf of the employing institution (60%).

6 An on-campus personal interview before a selection committee composed of chief administrative officers and representatives of the teaching staff (44%).

CAUSES OF UNSATISFACTORY WORK

The causes of unsatisfactory work and poor adjustment are a kind of cross referent to establishing the validity of selective criteria. Two hundred forty-nine institutions reported that persons had been selected to teach in their institutions who had proved unsatisfactory whereas sixteen indicated that no persons had proved unsatisfactory for teaching assignments in their institutions. Respondents were asked to check any of the twenty-one possible causes of unsatisfactory work and/or adjustment. Weights were assigned the four categories of "frequently"; "occasionally"; "seldom"; and "never" as related to the possible causes of unsatisfactory performance. In turn average weightings were determined with the results shown in Table 3.

SUMMARY

This study offers suggestions for those institutions attempting to prepare future college teachers.

► It is obvious that only a thorough knowledge of his subject will not guarantee a beginning teacher success. Knowledge and understanding of the students he teaches, the learning process, and how to appraise student growth effectively are of comparable importance in the preparation of teachers for our institutions of higher learning. The respondents attach considerably less importance to the traditional requirement of foreign languages in the preparatory program than to many other curriculum elements.

► The causes of unsatisfactory performance should also help strengthen preparatory programs and serve as warnings to those who reflect similar weaknesses in their preparatory skills and personal qualities. Chief among the causes of failure were: the lack of an infectious enthusiasm for teaching; inability to organize instructional materials well; inability to present knowledge effectively; and emotional instability.

► Policies and/or practices followed in the selection of beginning teachers in the 276 institutions involved in this study should be of interest to those concerned with evaluating and strengthening their own practices. Since the data show that contributing factors to failure are emotional instability, and the lack of friendly, tolerant attitudes

Table 3

RANK ORDER OF CAUSES OF UNSATISFACTORY PERFORMANCE AMONG BEGINNING COLLEGE TEACHERS

Causes	Average weighting	Rank
Lacked an infectious enthusiasm for teaching that inspired students to want to learn.	3.130	1
Had weak skills in methods of instruction appropriate to his field.	3.105	2
Did not organize materials and prepare carefully for regular class meetings.	3.046	3
Was unable to inspire students to think for themselves and to express their own ideas sincerely.	3.013	4
Competent scholar but was unable to present his knowledge effectively.	2.975	5
Was emotionally unstable and immature.	2.947	6
Could not lead students to take responsibility for planning and checking their own progress in an effective manner.	2.857	7
Showed little or no interest in continued professional growth.	2.824	8
Lacked a friendly, democratic, tolerant, and helpful set of attitudes in his relations with students.	2.815	9
Failed to study and understand the problems most often met by college students.	2.774	10
Took a narrow, departmental view of educational problems rather than a broad, college-wide view.	2.752	11
Was emotionally unable to adjust to administrative requirements and regulations.	2.719	12
Had no deep-seated commitment to follow teaching as a career.	2.587	13
Was inadequately trained in instructional methodology (to be interpreted as lacking courses in educational psychology, student teaching, etc.).	2.550	14
Regarded himself as a subject-matter specialist.	2.459	15
Had few scholarly attainments to his credit.	2.393	16
Did not reflect high ideals through his behavior.	2.374	17
Was emotionally unable to accept standards of local mores.	2.319	18
Was overly ambitious for personal credit and recognition.	2.244	19
Held very narrow-minded attitudes on controversial issues.	2.204	20
Was assigned wrongly; should have been in somewhat different phase of education.	1.916	21

toward students, higher institutions of learning might profitably adopt a policy of requiring a psychiatric examination before employment proceedings are completed. Ninety-five per cent of the institutions reporting do not have such a policy at the present time. In order to reflect more democratic procedures in employment more institutions should consider having members of the department to which the applicant will be assigned interview him. Only 48% of the institutions in this study follow this policy at the present time. Many institutions might also be spared from attaching persons to their teaching staffs who have little physical stamina and are potential nervous breakdowns by requiring applicants to pass a physical examination. Of the 276 institutions reporting 79% do not have such a requirement for employment at the present time. Nothing should be condoned in employment practices which allows persons to enter the teaching profession who lack a

high degree of physical vigor and mental health. In this connection Ordway Tead says, "We must bypass the efforts to enter this sacred calling on those who are anemic, devitalized, frustrated, without direction, strength of purpose, or moral conviction."⁴

RELATED REFERENCES

- Browne, Kenneth Alton. *The Selection of Faculty Members for Church-related Colleges*, Doctoral Dissertation. Philadelphia: University of Pennsylvania Press, 1942.
- Horn, Francis H. "Predictions on Our Expanding College Enrollments," *National Education Association Journal*, XLIII (April, 1954), pp. 217-218.
- Kelly, Fred J. *Toward Better College Teaching*, Federal Security Agency Bulletin 1950, No. 13. Washington 25, D.C.; U.S. Government Printing Office, 1950.
- Orleans, Jacob S. "Selection, Guidance, and Preservice Preparation of Students for College Teaching," *Review of Educational Research*, XXII, (June, 1952), pp. 228-232.
- Stickler, W. Hugh, et al. "The Professional Preparation of College Teachers," *Newsletter of the National Society of College Teachers of Education*, (Autumn, 1952).
- Wetzler, Wilson F. "Schools of Education and Preparation of College Teachers," *Improving College and University Teaching*, II, (February, 1954), pp. 11-13.

⁴ Ordway Tead. "The Role of the College Teacher in Our Culture," *American Association of University Professors Bulletin* XXXVII, (Spring, 1951), p. 27.

SOME CURRENT ARTICLES

IMPROVING COLLEGE AND UNIVERSITY TEACHING probably is the only journal devoted primarily to college teaching—"featuring articles on teaching written by teachers"—but many of the journals from time to time print articles on phases of teaching or on topics of interest to the college or university teacher. On a July afternoon in the periodical room of his college Library a professor listed the following articles he planned to read:

- Coffman, William E. "Determining Students' Concepts of Effective Teaching from Their Ratings of Instructors." *Journal of Educational Psychology*. Vol. 45, No. 5. May 1954. Pages 277-286.
- Lewis, Nancy D. "College Women and Their Proper Spheres." *Journal of the American Association of University Women*. Vol. 47, No. 4. May 1954. Pages 207-212.
- Martin, F. David. "A Note on the Teaching of Ethics." *American Association of University Professors Bulletin*. Vol. 39, No. 4. Winter 1953-54. Pages 599-601.
- Scarfe, N. V. "Is American Education Undemocratic?" *School and Society* Vol. 79, No. 2036. June 26, 1954. Pages 193-196.
- Summerbell, Robert K. "The Excitement of Experiment." *Journal of Chemical Education*. Vol. 31, No. 7. July 1954. Pages 365-368.
- Sweet, Israel, and Kenneth E. Quier. "The Teaching of Report Writing: A Cooperative Program." *Journal of Engineering Education*. Vol. 44, No. 10. June 1954. Pages 622-627.
- Symposium (Albert C. Jacobs, William H. Conley, Malvina Schweizer, James M. Edwards). "New Dimensions for the College Teacher." *Educational Record*. Vol. 35, No. 3. July 1954. Pages 182-193.
- Symposium. "Controversial Subjects in the Classroom." *College English*. Vol. 15, No. 8. May 1954. Pages 459-464.
- Van Keuren, Ernest, and Benjamin Lease. "Student Evaluation of College Teaching." *Journal of Higher Education*, Vol. xxv, No. 3. March 1954. Pages 147-150.
- Vining, Elizabeth Gray. "The Educated Hear." *Vital Speeches*. Vol. xx, No. 19. July 1954. Pages 600-602.
- Wood, Hugh B. "Higher Education in Ir." *Teachers College Record*. Vol. 55, No. 8. 1954. Pages 418-424.

CHING

health
e mus
ling on
strated
r mora

members for
Philadelphia

College Ex
XLIII

Security
C.; U.S.

reparation
educational

of College
f College

paration of
Teaching

er in On
Bulletin

Education
2-627.

H. Com
wards
teacher.
ly 1954

in u
, No. 8

ce. "St
Journal
8, Marc

Hea
July

Ir
. 8.

SEN